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ABSTRACT

This document offers a compilation and analysis of position statements, issued by associations that form the Forum of Education Organization Leaders (FEOL), on teacher education programs, teacher inservice and professional development, teacher supply and demand, and professional image building. Information was sought on: (1) areas of preservice and inservice teacher education covered by each organization's position statements; (2) whether teacher supply and demand and professional image building are covered in each organization's position statements; and (3) the areas of agreement and disagreement between FEOL members on the topics under consideration. Position statements were obtained from the: (1) American Association of Colleges for Teacher Education (AACTE); (2) American Association of School Administrators (AASA); (3) American Federation of Teachers (AFT); (4) Council of Chief State School Officers (CCSSO); (5) Education Commission of the States (ECS); (6) National Association of Elementary School Principals (NAESP); (7) National Association of Secondary School Principals (NASSP); (8) National School Boards Association (NSBA); (9) National Congress of Parents and Teachers (NCPT); (10) National Education Association (NEA); (11) American Educational Research Association (AERA); (12) Association for Supervision and Curriculum Development (ASCD); and (13) National Association of State Boards of Education (NASBE). (JD)

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AN ANALYSIS OF THE COMPILATION OF POSITION STATEMENTS ON TEACHER EDUCATION PROGRAMS AND RELATED MATTERS BY MEMBERS OF THE FORUM OF EDUCATION ORGANIZATION LEADERS (FEOL)

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November 16, 1982

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INTRODUCTION

Beginning in 1974 as the U.S. Delegation to the OECD Intergovernmental Conference on Teacher Policies, the Forum of Education Organization Leaders (FEOL) has evolved into a meeting place for leaders of 11 education organizations.1/ FEOL seeks, among other objectives, to (a) promote a greater understanding of each member organization's purpose, structure, and goals, and (b) promote cooperative action through identifying common aims.2/

An investigation was initiated by the American Colleges for Teacher Education to encourage an understanding of FEOL member organizations' positions on teacher education programs, teacher inservice and professional development, teacher supply and demand and professional image building.3/ The investigation sought to determine (a) the areas of pre- and inservice teacher education covered by each organization's position statements; (b) whether teacher supply and demand and professional image building are covered in each organization's position statements; and, (c) the areas of agreement and disagreement between FEOL members on the topics under consideration.

Resolutions, position statements, policy statements and testimonies on teacher education and teaching were gathered from ten FEOL members, plus the American Educational Research Association (AERA) and the Association of Supervision and Curriculum Development (ASCD).4/ From these documents, the important issues for pre- and inservice teacher education were noted and a structure was developed to demonstrate the areas covered by position statements (See Table 1). This structure has provided a basis for the comparison of statements.

LIMITATIONS OF INVESTIGATION

Some limitations in this study must be noted: (a) While the study specifies areas covered by position statements, it does not indicate the intensity or extent to which an area was addressed by an organization. Therefore, position statements for the same area may be highly specific or very general and vague when judging intent. (b) The subjective analysis used to place statements in their appropriate category (based on the formulated structure) and to compare the position statements is another limitation. No scientific guidelines were utilized in determining when a position statement covered the areas being considered or when position statements were in agreement or disagreement with each other.

ASSUMPTIONS FOR INVESTIGATION

A basic assumption of this investigation was that if an organization does not address an issue, it probably means that the organization feels the topic is beyond or outside its mission or scope statement. In a letter from Mr. Scott Thomson, Executive Director of NASSP, he responded to the request for position statements on teacher education by stating:

> NASSP has not become involved in teacher education... not from a lack of interest in teacher education, but simply because we apply our limited resources to the preservice and in-service questions surrounding school administration and the preparation of secondary school principals.

Likewise, the ECS has expressed their interest in teacher education, but have recently "sunset" all of their resolutions from 1965 to 1981.

RESULTS OF INVESTIGATION

The results of an analysis of the compilation are presented under three categories. The first category is the areas covered by the position statements of the 12 organizations. The second category involves the areas where position statements are in agreement with each other. The third category is the areas where position statements are in conflict with each other.

Areas covered by position statements of EBOL members. Table 1 (next page) shows the areas covered by each organization's position statements.

There is a wide difference in the number of areas covered by each organization. The position statements by AFT covers 15 of the 20 total areas, and 11 of the 13 areas concerned with teacher education programs. In contrast, NASSP and ECS do not have position statements relevant to the topics being considered.

The areas covered by most eight oranizations were (a) graduation and certification requirements of preservice teachers; (b) general comments on teachers in-service; and (c) professional image-building. The areas covered by half of the 12 participating organizations were (a) the content of teacher education programs; (b) teacher education program quality control; and, (c) the structure and implementation of teacher education programs.

The areas covered by the least number of organizations were (a) the effects of new teacher education programs; and (b) the recruitment of teachers into teacher education programs. These areas were covered by one of the 12 participating organizations. Other infrequently covered areas were (a) internships; (b) the characteristics and experiences needed by teacher education faculty; (c) competency - based teacher education; and (d) the life space of teacher education programs. These areas were covered by two of the 12 participating organizations.

Areas Covered by Position Statements of FORUM Members

	AACTE	AASA	AERA	AFT	ASCD	CCSSO	NAESP	NASBE	NEA	NSBA	NASSP*	ECS*	NCPT**
I. Teacher Education Program													
A. Admissions and Continuance	X			X					X				
B. Content (knwlge, skills, atts)	X			X	X		X	X	X				
C. Graduation & Certification	X	X		X		X	X	X	X	X			
D. Program Quality Control	X			X	X	X		X	X				
E. Effects of New Programs						X							
F. Life Space	X			X									
G. Internships				X					X				
H. Clinical/Student Teaching	X			X		X	X		X				
I. Recruitment						X							
J. Faculty (Character./Exp.)				X					X				
K. Resource Base	X			X					X				
L. Competency-Based TE				X					X				
M. Structure and Implementation	X			X	X	X			X	X			
II. Inservice & Professional Develop.													
A. General	X	X	X	X	X		X	X	X				
B. Programs					X		X	X	X				
C. Perm. Certif. & Recertif.	X			X					X				
D. Teacher Centers				X	X				X	X			
E. Evaluation of Teachers		X			X		X	X	X				
III. Teacher Supply & Demand	X					X			X				
IV. Professional Image Building	X	X		X	X		X	X	X	X			

*Do not have position statements relevant to t[illegible] considered.

**Was not contacted.

AREAS OF AGREEMENT BETWEEN FEDL MEMBERS5/,6/

I.A. Admissions and Continuance.

There is agreement between AACTE(1), AFT(2), and NEA (1,2,4) on the need for specified criteria for admission into teacher education programs. The three organizations believe that admission into teacher education programs should be based on more than one criterion.

I.B. Content of Teacher Education Programs

Half of the participating organizations cover teacher education program content in thir position statements. The common elements between the statements are many. All statements aim at improving the preservice teacher's understanding of teaching, learning, schools, or subject matter.

I.C. Graduation and Certification

1. AACTE(1,6), AFT(2), CSSO(4,5), NASBE(1), and NEA(2,4) agree that an assessment of professional knowledge and skills is necessary for graduation from teacher education programs and for certification. AACTE focuses on assessment purposes for graduation rather than certification.

2. While all call for assessment, AACTE, NEA, & AFT specifically note there should be multiple assessment criteria.

3. AACTE(8,11), AFT(3), NEA(7), and NSBA(2) seek to promote collaboration within the educational community to set, maintain, and improve standards for the profession.

4. AACTE(10), AFT(1), and NEA(6) strongly oppose "emergency certification." However, NEA specifies that it opposes "emergency certification" as the result of a teachers' strike, and does not mention "emergency certification" as the result of a demographic shortage of teachers.

5. AASA (2), CSSO(9), NASBE(2), and NEA(9) believe in a national program of certification reciprocity.

6. AASA(1) and CSSO(7) agree that state education boards should have final authority to establish and administer standards for certification.

7. AACTE, AFT(2), and NEA(5) agree that teacher certification should not be based on a single criterion.

8. AFT(4) and CSSO(5) agree that certification criteria should not be for employment decisions.

9. NEA(4) and AACTE(3) agree that alternatives should be sought for the National Teacher Examination.

I.D. Teacher Education Program Quality Control

1. AACTE(1) and NEA(2) support the concept of a single national non-governmental agency to perform national accreditation for all teacher preparation institutions.

2. AFT(1) and AACTE(4) agree that new or a redesign of accreditation procedures are needed.

I.H. Clinical/Student Teaching

1. AACTE, AFT, CSSO, NAESP and NEA support field and clinical laboratory experiences.

2. AFT(1) and NEA(1) support contract negotiations which include compensation and time to work with student teachers.

3. AFT(1) and NEA(1) agree that a guideline for selecting cooperating teachers should exist.

I.K. Resource Base for SCDEs

AACTE(1), AFT(1), and NEA(1) agree that attention needs to be focused on the inadequate funding provided teacher education programs by institutions of higher education.

I.L. Competency-Based Teacher Education

AFT(1) and NEA(1) believe that competency-based teacher education should not be implemented until further research examines the issues involved.

II.A. General Comments on Inservice and Professional Development

1. AACTE(1,3) and AFT(4) agree that staff development programs should be the result of collaboration between teachers, schools, and institutions of higher education.

2. AERA(1), AFT(7), and ASCD(3) support the appropriation of government funds for inservice education.

3. AFT(2), ASCD(7), and NEA(1) support release time for professional development.

II.B. Programs for Inservice and Professional Development

ASCD, NAESP, NASBE, and NEA offer topics to be included in inservice and continuing professional development programs. Common topics include futuristics (utilization of future technology), mainstreaming, energy

education, multiethnicity, global education, and gifted and talented education.

II.D. Teacher Centers

AFT(1,2), ASCD(1), NEA(1,2), and NSBA(1) support the concept of teacher centers.

II.E. Evaluation of Teachers

AASA(1), ASCD(1), and NEA(1) believe that systems for evaluating teachers must be mutually developed by evaluators and those being evaluated.

III. Teacher Supply and Demand

AACTE(1), CSSO(1), and NEA(1) believe that there is a need to monitor teacher supply and demand.

IV. Professional Image Building

AACTE, AASA, AFT, ASCD, NASBE, NAESP, NEA, and NSBA have positive ideas on strengthening the image of teaching and education.

AREAS OF DISAGREEMENT BETWEEN FBOL MEMBERS7/

I.C. Graduation and Certification

1. There is disagreement between AASA(1) and CSSO (7) with NEA(1,8) on the licensure of teachers. AASA and CSSO believe authority to license should go to the education board, while NEA believes that policies and procedures for teacher certification should be the legal responsibility of a state professional standards board consisting of a majority of K-12 public classroom teachers.

2. There is disagreement between CSSO(3) and AACTE(2) on "testing into" a certificate. The latter opposes such action.

3. NEA(3) disagrees with CSSO(5) on individual performance-based evaluation as sole criteria for certification. NEA opposes the use of such criteria.

I.D. Teacher Education Program Control

CSSO(2) and NEA(1,4) disagree on who should have final authority to approve teacher preparation programs. CSSO believes state education boards and agencies must have final authority to establish and administer standards

for teacher preparation. NEA believes that state professional standards boards (with a majority of K-12 public school classroom teachers) should have the legal responsibility for approval of teacher education programs.

II.A. General Comments on Inservice and Professional Development

There is disagreement between CSSO(3) and NEA(2) on the control of continuing professional development. CSSO believes that state education boards and agencies must have the final authority to establish and administer standards for continuing development of professional personnel. NEA believes teachers must have the decisive voice at every stage of continuing professional education.

II.C. Permanent and Recertification

There is disagreement between AACTE(1) and NEA(1) on recertification based on performance evaluation. AACTE supports performance evaluation. AACTE supports extended certification based upon evaluation of teacher performance by college or university and field practicioner personnel. While NEA opposes recertification dependent on individual performance evaluation.

II.D Teacher Centers

There is disagreement between AFT(3), ASCD(1), and NSBA(1) on the governance of teacher centers. AFT believes there should be a policy board which is responsible for teacher centers consisting of teachers, administrators, and members-at-large, with teachers in the majority of such a policy board. ASCD believes that no group should be in the majority in the governance boards of professional centers. NSBA believes teacher centers should be under the control of the local school board.

CONCLUSIONS

General agreement among many FBOL members was found in the areas of graduation and certification of preservice teachers and professional image building. AACTE, AFT, CSSO, NASBE, and NEA agree that an assessment of professional knowledge and skills are necessary for graduation from teacher education programs and/or for certification. Collaboration within the educational community to set, maintain and improve standards for the profession was sought by AACTE, AFT, NEA, and NSBA.

Another area of much consensus was clinical and student teaching experiences. AACTE, AFT, CSSO, NAESP and NEA support field and clinical laboratory experiences. And, as mentioned before, the need for professional image building was voiced by several associations.

The areas receiving the most conflict were those requiring a governance structure. AASA and CSSO believe that authority to license teachers should go to the education board, while NEA believes certification should be controlled by a professional standards board with a majority of K-12 teachers. There is disagreement between CSSO and NEA on who should have final authority to approve teacher preparation programs and to establish and administer standards for continuing development of professional personnel. Finally, AFT, ASCD, and NSBA disagree on who should govern teacher centers.

Overall, the investigation found that position statements are in agreement more than disagreement. Two or more organizations were in agreement 26 times, while there were seven instances of disagreement.

RECOMMENDATIONS

The investigation clearly demonstrates that organizations agree on many issues. In the spirit of the mission of the Forum of Education Organization Leaders, it is recommended that associations proceed to collaborate to achieve their common aims.

It is recommended that associations recognize the areas their position statements do not cover and, if appropriate, to formulate position statements for them.

In order to continue an understanding of the positions taken by FEOL members and to foster collaboration between members, it is highly recommended that the "Compilation of Position Statements on Teacher Education Programs, Teacher Inservice Education, Teacher Supply and Demand, and Professional Image Building by Members of the Forum of Education Organization Leaders" be kept up-to-date. Therefore, it would be necessary for the FEOL members (plus AERA and ASCD) to forward new and relevant position statements to AACTE for inclusion in the compilation. Also, it is recommended that new categories be added to the compilation when deemed advisable by FEOL members.

Finally, it is recommended that a compilation of position statements be performed on other aspects of education (e.g., administration of schools, legislative activity, educational issues, human rights, collective bargaining, curriculum, teaching).

FOOTNOTES

1. FBOL members are American Association of Colleges for Teacher Education (AACTE); American Association of School Administrators (AASA); American Federation of Teachers (AFT); Council of Chief State School Officers (CCSSO); Education Commission of the States (ECS); National Association of State Boards of Education (NASBE); National Association of Elementary School Principals (NAESP); National Association of Secondary School Principals (NASSP); National School Boards Association (NSBA); National Congress of Parents and Teachers (NCPT); and the National Education Association (NEA).

2. Minutes of meeting of FBOL, January 4-5, 1982.

3. Organizations included in the investigation, but not FBOL members are the American Education Research Association (AERA) and the Association of Supervision and Curriculum Development (ASCD).

4. NCPT were not included in the investigation because of a recent transition in their leadership.

5. The number(s) in parenthesis represent the number(s) of the position statement in the compilation.

6. There are several areas not included in this section (e.g., Effects of New Programs, Life Space, Internships). This does not necessarily mean that associations disagree with each other on the issues, but, as evidenced by their position statements, they have not addressed the issue or have addressed a different part of the issue.

7. There are several areas not included in this section (e.g., Admissions and Continuence, Clinical/Student Teaching, Competency-Based Teacher Education). This does not necessarily mean that associations do agree with each other on the issues, but, as evidenced by their position statments, they have not addressed the issue or have addressed a different part of the issue.

A Compilation of Position
Statements on Teacher Education Programs,
Teacher In-Service Education, Teacher Supply and
Demand, and Professional Image Building
by Members of the FORUM
of Education Organization Leaders

Compiled by

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November 16, 1982

Note of Explanation

At the end of each position statement(s) in this document is an abbreviation which is used to identify the type of position statement(s), and, in some cases, the actual source. The abbreviations are:

1. Ad Hoc - From an Ad Hoc Committee
2. EIOS - From NEA's Excellence In Our Schools
3. Letter - From personal letter
4. Plat - Platform Statement
5. POE - From AACTE's "Profiles of Excellence" paper
6. Pol - Policy Statement
7. Prof - From "Professional Practice: Present and Future" by Marilyn Rauth, AFT
8. Res - Resolution
9. Syn - From a synthesis of position statements
10. Test - Testimony statement
11. New Bus - New Business
12. Legis - Legislative Program

Bibliography

The following entries are the sources used to gather position statements from each organization. The sources are listed by organization.

AACTE

AACTE Directory 1982

"Educating a Profession: Profile of a Beginning Teacher." A position paper by the AACTE Task Force on Profiles of Excellence.

AASA

1982 AASA Handbook Including Platform and Resolutions

AERA

Statement on the Fiscal Year 1983 National Science Foundation Budget Authorization before the U.S. Senate Committee on Commerce, Science, Technology and Space, April 26, 1982.

Letter from Renee Morita, October 18, 1982.

AFT

AFT Policy Resolutions

Statement by the American Federation of Teachers, AFL-CIO, on Teacher Education and Retention before the U.S. House Subcommittee on Postsecondary Education, September 10, 1981.

Rauth, Marilyn. "Professional Practice: Present and Future." Paper presented at the AACTE Annual Meeting, Houston, Texas, February 18, 1982.

ASCD

Synthesis of ASCD Resolutions Through 1980

1981 Resolutions

1982 Resolutions

CSSO

Report of the Council of Chief State School Officers' Ad Hoc Committee On Teacher Certification, Preparation, and Accreditation, July, 1982.

CCSSO Policy Statements

NASBE

Proposed Changes To NASBE Bylaws, Standing Resolutions and Position Statements, 1982.

NAESP

Platform 1982-83

NASSP

Note - The author did not find the materials from NASSP applicable to teacher education or teacher in-service. In a letter to the author dated September 15, 1982, Dr. Scott Thomson (Executive Director) stated,

> "NASSP has not become involved in teacher education . . . not from a lack of interest in teacher education, but simply because we apply our limited resources to the pre-service and in-service questions surrounding school administration and the preparation of secondary school administrators."

NSBA

Resolutions of the National School Boards Association

NEA

Resolutions, New Business, and Other Actions, 1981-82.

Excellence In Our Schools: Teacher Education, An Action Plan, 1982.

I. A.

AACTE

1. Supports an assessment of basic skills by the school, college, department of education as a critereon for entry or continuance in teacher education programs. This assessment should include but not be limited to:

   a. Written communication skills

   b. Oral communication skills

   c. Reading profeciency

   d. Mathematics profeciency (Res. 1.a.)

I. A.

NEA

1. NEA believes that no single criterion should be used for determining who should study for the teaching profession (Res. C-9)

2. Admission to college of education programs must be based on various types of evidence indicating potential success as a classroom teacher. (EIOS, p. 7)

3. Procedures for student admittance, continued enrollment, and graduation are consistent with program purposes (EIOS, Standard 2.2)

4. Requirements for entry to college of education program should be rigorous yet flexible enough to allow admittance to those who demonstrate potential for effective practice. Admission to any program should be based on multiple consideration such as recommendation of faculty (liberal arts and education), grade point average, personal interviews, and recommendations of persons in related fields. (EIOS, p. 10)

5. Education students should be evaluated throughout the program, with multiple techniques. Recommended measures include observation, oral and written exams, videotapes, and products from projects. Only students who have demonstrated that they can effectively begin practice should be graduated from teacher educator programs. Others should be counseled into more appropriate career study. (EIOS, p. 10)

I. A.

AFT

1. Admission into teacher preparation programs should be based on selection criteria which assure that only qualified candidates have the opportunity to enter the profession. (Res. 1982)

2. Counsel should be given students on realistic job market prospects. (Prof. p. 10)

I. B.*

AACTE

AACTE has identified components of general education to enable students to understand themselves, their society, and the world in which they live. These components are:

1. Communication. A teacher's ability to communicate is essential to all components of a teacher preparation program. This includes:

   a. Proficiency in reading, writing, and mathematics;

   b. Understanding the nature, evolution, and uses of language, and how language reflects cultural values and traditions;

   c. Study of a second language;

   d. Understanding non-verbal communication including music, dance, and the visual arts;

   e. Understanding the function, use, and impact of mass communication;

   f. Understanding the function, use, and impact of computer technology.

2. Understanding the importance of groups and institutions through an understanding of their:

   a. Origins and development;

   b. Organization;

   c. Function;

   d. Strengths and weaknesses;

   e. Historical impact;

   f. Relationship to cultural characteristics.

3. Understanding the relationship of society and work through an understanding of:

   a. Historical, philosophical, religious, and social attitudes toward work;

   b. The relationship of individuals and groups to the production process.

4. Understanding the relationship of nature and the universe by conveying:

   a. The processes and applications of science and its influence on society;

b. The interrelatedness of the various elements of nature;

c. Values and ethics as related to scientific knowledge;

d. The idea of knowledge as an interrelated whole.

5. Understanding the relationship of time and civilization by conveying concepts of:

a. The interrelatedness of past, present, and future events;

b. The convergence of social, religious, political, economic and intellectual forces;

c. The emergence, contributions, and decline of major civilizations.

6. Understanding shared values and beliefs by conveying the meaning of:

a. Laws, customs, and traditions in relation to a variety of cultures;

b. The derivation of social ethics and morality;

c. The derivation of individual values and beliefs

AACTE believes that the complex nature of teaching demands an adequate theoretical foundation in the undergirdled disciplines, primarily the social and behavioral sciences. AACTE believes that as a result of preprofessional studies, teacher candidates should:

1. Understand the principles and modes of inquiry that illuminate human behavior, cultural influences, social institutions, and significant political, economic, and philosophical systems.

2. Understand the major human and technological factors that foster and inhibit effective communication among individuals and societal groups.

3. Gain a sense of the disciplinary roots of professional practice shared by teachers and other human service professionals.

Academic specialization refers to the study of subjects for which a teacher candidate may be responsible in an elementary or secondary school. The guiding principle for judging competence in an academic specialty is ascertaining whether the teacher candidate has sufficient knowledge of the subject(s) to instruct learners at their individual levels of readiness, while remaining true to the structure of knowledge in the academic discipline(s). AACTE has indentified competencies for three levels of teacher specialization. They are elementary teachers, secondary teachers, and all-level (K-12) teachers.

1. Elementary teachers should have:

a. Sufficient understanding to convey knowledge in and guide

the development of young learners in the following subject areas: English; art and music; literature; mathematics; physical and biological sciences; history; political science; and economics;

b. The ability to comprehend and modify instructional materials in the fields above;

c. The ability to pursue advanced study in at least one of the fields above.

2. Secondary teachers should have acquired in at least two fields of study the abilities to:

a. Discuss the logical structure, uses, and modes of inquiry;

b. Describe methods of processing information and determining reliability;

c. Pursue the independent study of new works in the two fields;

d. Establish standards of excellent achievement in the fields.

3. All-level teachers (K-12) are teachers in specialized fields commonly taught throughout the K-12 sequence (e.g., art, music, and physical education). They should:

a. Understand the disciplines sufficiently to adapt instruction for all learners, depending on individual levels of readiness;

b. Be able to comprehend and modify instructional materials in the field(s);

c. Be able to establish standards of excellence along the K-12 continuum of learning and development.

AACTE believes that the pedagogical component of initial teacher preparation is comprised of the following:

1. Foundational studies. From foundational studies teacher candidates should:

a. Understand the political and legal bases of American education and their impact on the schools, their clients, and the teaching profession;

b. Comprehend the major premises and developments associated with significant historical and contemporary schools of pedagogical thought as a means of examining and shaping their professional values;

c. Use historical and comparative knowledge to assess current trends and anticipate educational consequences;

d. Gain working knowledge of statistics and other research methods sufficient to understand and apply research findings to their subsequent instructional decisions.

2. Generic Teaching Knowledge and Skills. From studying and practicing generic knowledge and skills, teacher candidates should attain sufficient facility in:

   a. Diagnosing and interpreting students' needs;

   b. Conceiving and planning instruction;

   c. Conducting instruction;

   d. Evaluating instruction;

   e. Applying curriculum design theory;

   f. Using instructional technology;

   g. Managing the classroom;

   h. Promoting interaction;

   i. Arranging conferral and referral.

3. Specialized Pedagogical Knowledge and Skills. Professional studies in specialized pedagogical knowledge and skills should enable teacher candidates to:

   a. Employ instructional strategies, select, and use materials, and engage in management procedures that are unique to the subject(s), grade level, or student group;

   b. Be aware of competencies from other areas related to their specializations that will enable them to:

      1) Work with pupils having physical or mental disabilities;

      2) Develop effective learning environments for pupils from different cultural backgrounds and limited English proficiency;

      3) Facilitate the coordination of their specialization with the parts of the school program.

Additional content to be included in teacher preparation programs is:

1. Inquiry. AACTE adopts the position that inquiry is an integral part of all programs for the preparation of educational personnel. (Res. 3.c.)

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* The knowledge, skills, and attitudes identified are from AACTE's "Profiles of Excellence" paper.

I. B.

AFT

1. Program content, sequence and length at the preservice level are in need of examination and revision. (Res. 1982)

2. Training in basic research techniques and problem-solving or inquiry skills should be incorporated in the preservice program. (Res. 1982)

3. Beyond mastery of the basic skills, teachers should study the arts, humanities and natural and social sciences. (Test. p.9)

4. In-depth knowledge of the subject matter, particularly for secondary teachers, should be required. (Test. p.9)

5. Prospective teachers need professional and pedagogical training which includes a wide range of knowledge and skills, among them the history and philosophies of education; developmental psychology; diagnostic, planning and prescriptive techniques; instructional methods; classroom management strategies; research capabilities; curriculum; evaluation; special population needs; practicum, and much more. Profeciency in these areas requires more than one three- to five-hour course. Normally, all of this must be accomplished during the third fourth year of undergraduate training, while coursework in subjects outside the professional school continues. (Test. p.9)

6. Integreting liberal arts and professional training in a more meaningful way within teacher education is needed. (Prof. p.11)

I. B.

ASCD

1. Worthy curriculum goals result only when teaching combines realization of societal and individual needs, subject matter, competence, curriculum development expertise, knowledge of how children learn, and competence in effective instructional methods. (Syn. III.A.)

2. American Society. A strong emphasis in teacher education programs should be placed on a study of the American society and its implications for American education. (Syn. III.A.1.)

3. Critical Thinking. Development of skills of critical thinking and methods of teaching such skills should be an integral aspect of teacher education. (Syn. III.A.2.)

4. Early Childhood. Teacher training institutions should offer a specialized program for those persons who will teach nursery school or kindergarten education. (Syn. III.A.3.)

5. Emerging Adolescents. ASCD should take a leadership role in developing national commitment to the creation of teacher preparation programs with specific emphasis on developing teacher skills and understanding necessary for improving quality of education for emerging adolescents. (Syn. III.A.4.)

6. Futuristics. ASCD should encourage colleges of education to include the study of futuristics in both graduate and undergraduate programs. (Syn. III.A.5.)

7. International Understanding. Teacher education should help teachers acquire deeper understanding of other cultures and peoples, greater insight into world affairs and world problems, and broader understanding of the need for support of democratic ideals. (Syn. III.A.6.)

8. Moral and Spiritual Values. Greater emphasis in teacher education programs should be given to the principles and techniques of child guidance as related to the development of moral and spiritual values. (Syn. III.A.7)

9. Prevention of violence in schools. ASCD shculd provide direction in this critical area by initiating cooperative efforts with other professional organizations to: (1) provide school administrators, teachers and other educators with skills for dealing openly and effectively with violence in the schools through both pre-service and in-service education. (Syn.I.I.)

10. Technology. Educators need to be cognizant of the available technology, its potential benefits and liabilities and the issues which must be addressed if it is to become an integral part of the learning program and educationa environment.

ASCD should initiate efforts to make educators at all levels aware of current and future technology and its potential for education. (Syn. II.I.)

There is an increasing need for all educators to understand not only the mechanics of the materials and equipment (of advanced technology) but the assumption implicit in their use. (Res. 1, 1982)

11. Addressing human factors (which impinge on learning) requires of educators a knowledge base drawn from research on emotional development, thought processes, brain functioning and other related studies. (Syn. IV.A.)

12. All types of school organizations (from kindergarten through graduate school) should emphasize:

    a. The learner as a person;

    b. Concern for the continuity and wholeness of each learner's educational experiences;

    c. A balanced emphasis on the learner's social, emotional, physical, and intellectual development;

    d. Concern with the creation of a classroom climate that is intellectually stimulating and psychologically supportive.

    (Syn. I.M.)

13. Drug Use and Abuse. Educators need to become more knowledgeable about problems of drug use and abuse. (Syn. II.D.)

14. (There is a need) to prepare classroom teachers for dealing with special education students.....(Syn. II.G.)

I. B.

NAESP

1. NAESP believes that in order to be an effective teacher one must have specific and concentrated training in:

   a. The scope and sequence of skills to be taught in language arts;

   b. Techniques of instruction;

   c. Methods of diagnosis and remediation of language problems; and,

   d. Supervised practical experiences in classrooms.

   NAESP urges that these requirements be implemented in all teacher training institutions.

   Principals should be active in assisting colleges and universities in determining the content of preparation programs. NAESP urges national, state, and local leaders to promote the appointment of practicing principals to educator preparation policy committees of colleges and universities. (Plat. p. 12)

2. NAESP urges teacher education institutions to include family life education for classroom teachers. (Plat. p. 27)

3. NAESP supports the inclusion in the teacher preparation content, instruction in:

   a. Metric education;

   b. Multiethnic curriculum;

   c. Global education;

   (Plat. p. 27 and 28)

I. B.

NASBE

1. Technology. Training programs should teach the use of instructional technology. (Res., p. 21)

2. Statewide guidelines should be established for programs to prepare teachers in educating all students including those with special needs. (Res., p. 21)

3. NASBE should provide preservice training in energy education to prospective teachers. (Res. p. 40)

I. B.

NEA

The following course work is recommended by NEA to be included in teacher training programs.

1. Classroom management concerns such as discipline, group processes, the dynamics of intergroup communication, human relations, school law, the values, ethics, responsibilities and structure of professional teacher organizations, reading instruction and the changing role the family. (Res. C-4).

2. Understanding of child growth and development to ensure the provision of a climate conducive to good health. (Res. B-10).

3. Courses in the abused child and procedures and techniques in dealing with abused children. (Res. B-24).

4. Junior high and middle school education. (Res. B-35).

5. Gifted and talented education. (Res. B-46)

6. Multi-cultural/global education. (Res. B-3).

7. Cultural pluralism and the teaching of American Indian/Alaska Native Values, herritage, cultural, and language. (Res. B-5).

8. Asian and Pacific American Education. (Res. B-7).

9. Foreign language training. (Res. B-4)

10. Mass Media (Res. A-6)

The following is teacher training program content as identified in NEA's Excellence in Our Schools.

1. The program provides for improving education students' proficiency in basic skills if related admission requirements have not been met. (Standard 4.1.1).

2. The program provides in-depth instruction in the subject matter specialty(ies) the education student proposes to teach, as well as in closely related fields. (Standard 4.1.4).

3. The program provides opportunities for education students to acquire and apply appropriate knowledge and skills effectively for teaching students of varying racial, cultural, linguistic, religious, and socioeconomic backgrounds. (Standard 4.1.7).

The program provides instruction in:

4. Liberal arts. (Standard 4.1.2)

5. Critical thinking, problem solving, and creativity. (Standard 4.1.3)

6. Human growth and development. (Standard 4.1.5).

7. How humans learn. (Standard 4.1.6).

8. Physical and intellectual development of students from varying backgrounds and with a wide range of abilities. (Standard 4.1.8).

9. Planning for teaching. (Standard 4.2.1).

10. Teaching strategies known to promote student learning. (Standard 4.2.2).

11. Decision-making role of the teacher. (Standard 4.2.3).

12. Using print and nonprint materials and emerging technology. (Standard 4.2.4).

13. Developing procedures for working with and promoting learning for students with exceptional behavior. (Standard 4.2.5).

14. Instructions in classroom management. (Standard 4.2.6).

15. Learning to practice a broad range of interpersonal and group-process skills. (Standard 4.2.7).

16. A broad range of communication skills as they relate to the professional role of the teacher. (Standard 4.2.8).

17. A broad range of processes for evaluating student learning. (Standard 4.2.9).

18. The unique role, significance, and contribution of schooling in American democracy. (Standard 4.2.10).

19. How American schools are supported, governed, and organized. (Standard 4.2.11).

20. The rights and responsibilities of teachers and students. (Standard 4.2.12).

21. The concepts and differences between governance of education and governance of the teaching profession. (Standard 4.2.13)

22. How the profession is organized, the functions of a variety of professional organizations, and the responsibilities of being a member of the profession. (Standard 5.1)

23. The relationship of the profession to governance of public school systems. (Standard 5.2)

Similar skills and learnings to be included in teacher education program content include knowledge of: (from EIOS, p. 13-14)

24. Human behavior.

25. Social and cultural impact on students.

26. Environmental impact on students.

27. Instructional design and technology.

28. Curriculum design and development.

29. Legal responsibilities--liabilities, constraints.

30. What types of records to be kept; understanding of the importance of accurate records; knowledge of state and district policies about record keeping and legal implications.

31. The labor movement and its impact on schooling.

32. Educational research.

Additional comments include:

1. Teacher education program must be designed and developed based on what the practitioner says needs to be known and done for beginning effective practice. (EIOS, p. 7)

2. All teacher education programs should name three integrated components: liberal arts, at least one subject on teaching level specialty, and a professional curriculum. (EIOS, p. 10)

I. C.

AACTE

1. Supports assessment of professional knowledge and skills by school, college, or department of education as an exit requirement in teacher education programs. Assessment should include knowledge and skills in:

   a. Human relations;

   b. Teaching;

   c. Subject matter (Res. 1.b.).

2. Supports the concept that completion of a teacher education program leads to initial certification with extended certification dependent upon further professional training and cooperative evaluation of performance by college or university and field practitioner personnel. (Res. 2.a.)

3. Alternatives should be sought for the National Teacher Examination as an exit assessment. (Res. 2.b.)

4. Consensus should be sought on the essential capabilities of teacher education graduates who seek initial certification. (Res. 2.d.)

5. Supports and encourages the development of competency assessment programs. (Res. 2.e.)

6. Assessment programs shall be designed to measure the attainment of appropriate professional skills, knowledges, and attitudes. All programs shall be predicated upon clearly delineated criteria relating to those skills, knowledges, and attitudes. (Res. 2.e.)

7. No program shall be designed which places sole reliance upon a single measure or upon a single assessment technique. (Res. 2.e.)

8. SCDEs should involve representatives from the professional educational community in the preparation of assessment programs. (Res. 2.e.)

9. Opposes lowering of graduation and certification standards and urges its member institutions, state AACTE units, and state liason representatives to assert their opposition. (Res 2.c.)

10. Opposes "emergency certification". (Res. 2.c.)

11. Calls upon chief state school officers, state directors of teacher education and certification, state boards of education, and professional organizations to assist in the continuing improvement of standards for the preparation and certification of educational personnel. (Res. 2.c.)

I. C.

AASA

1. Licensure of teachers should be controlled by a public agency. Such an agency, when not a state board, should be composed of representatives from teacher, administrator, university, and other appropriate groups without any single group having a majority. In every case the final decision should be under the control of the state board. Involvement of representatives of nonpublic school systems in the licensure process is urged.

   The licensing authority is urged to establish and/or upgrade certification standards. (Res. 26)

2. AASA calls upon teacher training institutions, school administrators, chief state school officers, state boards of education, and state legislators to accelerate a national program of certification reciprocity. (Res. 27)

3. AASA opposes the pursuit, acceptance or use of "bogus" degrees as fulfillment of requirements for educational positions. (Res. 25)

I.C.

AFT

1. Standards for teacher preparation must be maintained in both shortage and surplus. (Res. 1982).

2. Initial teacher certification should be contingent upon consideration of a range of factors, including successful completion of a rigorous college teacher education program; a written entrance examination testing acceptable levels of competence of basic skills, pedagogy, and subject matter knowledge; and personal attributes and accomplishments. (Res. 1982).

3. Supports greater involvement of teachers and teacher educators in setting and maintaining standards for the profession. (Test. p. 13).

4. Entrance examinations are one criterion in judgements on entrance to the profession and even in local hiring, but are not suitable for decisions relating to teacher retention, salary, promotion and tenure. (Res. 1979).

5. Teachers, through their union, should have significant involvement in test review and selection. (Res. 79).

6. Adopts the position that CETA legislation should contain language which would mandate that all teachers in CETA funded programs and/or proprietary schools meet the same certification requirements that public school teachers must meet in their respective school districts. (Res. 80).

I. C.

CSSO

1. SEAs instituting new standards for basic skills should set cut-off scores as minimum standards of excellence expected of prospective teachers rather than by consensus or for maintenance of teacher supply. Resulting shortages of certified teachers should lead to higher salaries and other incentives that attract able students. (Ad Hoc #2)

2. SEA chiefs should consider raising minimum standards for entry into teaching in cooperation with neighboring states. (Ad Hoc #4)

3. SEA chiefs should support measures that would make it easier for talented individuals who do not complete approved undergraduate preparation programs to be trained and certified. Such measures might include scholarships for summer, fifth-year, or in-service training and use of competency tests to "test into" a certificate without completing formal training. These options should be available to able students from all institutions, though they will be particularly useful for insuring that students at high-quality institutions without teacher preparation programs are not lost from the pool of prospective teachers. (Ad Hoc #11)

4. Regional consortia of SEAs should pool their resources for test development and validation, create item and test banks for use in state-based test development efforts, and consider joint test development projects to produce regional teacher competency examinations. (Ad Hoc #13)

5. A major priority for test development initiatives at the state, regional, and federal level should be the development of reliable, valid techniques for using observational data for performance evaluations. The initial goal should be performance-based criteria for certification, not employment decisions. (Ad Hoc #14)

6. SEA chiefs considering a change from credit hour to competency-based program approval should tie the competencies to evaluation of individual candidates for certification, not just to curriculum approval. (Ad Hoc #8)

7. State education boards and agencies must have the final authority to establish and administer standards for preparation, certification and continuing education of professional personnel. (Pol. IV.B.)

8. The Council urges each state board of education or state agency to develop relevant and well-defined certification standards. (Pol. IV.B.)

9. The Council urges each state board of education or state agency to support interstate reciprocity in certification. (Pol. IV.B.)

10. The Council urges each state board of education or state agency to encourage the elimination of residency requirements where they exist as a precondition for employment consideration. (Pol. IV.B.)

I. C.

NAESP

1. NAESP urges that requirements for certification include:

   a. Scope and require skills to be taught in language arts;

   b. Techniques of instruction;

   c. Methods of diagnosis and remediation of language problems; and

   d. Supervised practical experiences in classrooms.

NAESP recommends that the state boards of education review or, if necessary, create language arts requirements for teacher certification with a major emphasis on reading and communication skills consistent with the importance of language arts in all school programs. (Plat. p. 12)

2. NAESP urges the development of certification requirements that are responsive to the unique needs of the middle school. (Plat. p. 31)

I. C.

NASBE

1. State boards should regularly review professional certification requirements and evaluation techniques to achieve competency-based certification and to assure quality instruction. (Res., p. 22)

2. State boards should be encouraged to participate in reciprocal certification of school personnel. (Res. p. 22)

I. C.

NEA

1. State professional standards board, consisting of a majority of K-12 public classroom teachers, should have the legal responsibility for determining policy and procedures for teacher certification and approval of teacher certification. (Res. F-1)

2. Recommendations for certification of graduates must be based on several types of information which is accumulated on the entire program and demonstrates the graduates' capability to practice effectively. (EIOS, p. 7)

3. Under no circumstances does NEA believe it is appropriate to make teacher certification dependent upon individual professional performance evaluations. (Res. C-2)

4. NEA believes that examinations such as the National Teacher Examination must not be used as a condition of employment, evaluation, criterion for certification, placement or promotion of teachers. NEA is convinced that no test in existence is satisfactory for such usage. (Res. C-2)

5. NEA believes that no single criterion should be used for determining who should be certified in the teaching profession. A broad range of factors should be used to evaluate a candidate for professional certification. NEA supports rigorous and relevant evaluation in the selection and preparation of teachers and believes that teaching practitioners and student teachers must be fully involved in determining the criteria to be used. (Res. C-9 and C-4)

6. Appropriate teacher training institutions should be notified that a strike is being conducted and urged not to cooperate in emergency certification or placement practices that constitute strikebreaking. (Res. E-19)

7. NEA urges its affiliates to evaluate and improve standards for entrance into the teaching profession by working cooperatively with teacher training institutions and their professional organizations. The selection process shall be continuous and an integral part of the candidate's educational program. The process should be developed by education faculty, cooperative teachers, and students. The process should include, but not be limited to, early screening, early field experiences, and counseling. Such process shall not discriminate against anyone because of race, sex, age, creed, national origin, or physical handicap. (Res. C-4)

8. NEA believes that only state agencies should grant licenses and/or credentials authorizing professional employment in education. All requirements for courses or training should be set by professionals currently working in the subject,

segment or level for which the credentials are to be granted. Requirements should be periodically reviewed and revised. All governing bodies of credentialing and licensing agencies should contain a voting majority of teachers elected or selected by teachers through the education organization of the state in the same ratio as the percentage of membership in the state. The actual evaluation of applicants by certification agencies should be in the hands of educational professionals, namely certification officers who are credentialed and who have professional teaching experience. (New Res. p. 68 and Res F-1)

9. NEA insists that professional positions, including specialized and substitute positions, be filled by an educator holding the appropriate certificate and that there be interstate certification reciprocity for mobile educaotors. (Res. C-1)

I. C.

NSBA

1. NSBA urges local school boards, in consultation with state associations of school boards and state boards of education, to encourage the improvement of certification standards for teachers. (Res. 4.1.8)

2. School boards should work with teacher-training institutions and state boards of education to improve the quality of teaching through improved teacher training and workable and productive certification procedures. (Res. 4.1.7)

I. D.

AACTE

1. Believes that there must be quality control for all educational personnel development programs. AACTE supports the concept that a single, national, nongovernmental agency should perform the function. AACTE also believes that steps should be taken toward an integrated accreditation-state approval system that combines and benefits from the efforts of the various accrediting, approval, and support agencies.....AACTE reasserts its position that higher education must have a significant role in any national accreditation effort. (Res. 9.a.)

2. AACTE recognizes the special difficulties inherent in conducting high quality programs at substantial distances from libraries, laboratories, and concentrations of colleagues and supoort staff. Further, AACTE strongly opposes the operation of such programs and practices when conducted at substandard levels by colleges, universities, and nonapproved, nonaccredited agencies. The Association offers assistance to formally oppose such substandard program developments by whatever action that is necessary, including testimony before appropriate bodies such as state boards of education or state approval agencies. (Res. 9.b.)

3. AACTE's CEPT Recommendations for Accreditation

   a. Accreditation should remain nongovernmental in nature.
   b. "The profession" needs to be redefined to include college-based teacher educators as legitimate members and appropriate representatives.
   c. The expanding responsibility of accrediting agencies to the public requires public representation on the governing councils of accreditation agencies.
   d. Accreditation procedures should provide full disclosure to the public.
   e Accreditation processes must be specific, detailed, and current to insure quality, but not so complex that they will drain off resources from the preparation programs.
   f Accreditation processes must become less campus oriented, and less fragmented by traditional degree distinctions.
   g Accreditation processes must place major emphasis upon the products of training programs.

4. (An AACTE task-force has drafted a paper on the redesign of the accreditation system.)

I. D.

AFT

1. New accreditation procedures are needed to gaurantee quality, despite political and economic pressures, and to cause minimal disruption in service provision. (Res. 1982)

I. D.

ASCD

1. Only those institutions which are properly accredited should offer courses in teacher education. (Syn. III.A.)

2. All types of school organizations (from kindergarten through graduate school) presently utilized or proposed should be evaluated in terms of the following concerns and emphases:

    a. Primary emphasis by the teacher on each learner as a person.
    b. Concern for the continuity and wholeness of each learner's educational experiences.
    c. A balanced emphasis on the learner's social, emotional, physical, and intellectual development.
    d. Concern with the creation of a classroom climate that is intellectually stimulating and psychologically supportive. (Syn. I.M.)

I. D.

CSSO

1. SEA chiefs considering a change from credit hour to competency-based program approval should tie the competencies to evaluation of individual candidates for certification, not just curriculum approval. (Ad Hoc #8)

2. State education boards and agencies must have the final authority to establish and administer standards for preparation, certification, and continuing education of professional personnel. (Pol. IV.B.)

3. The Council urges each state board of education or state agency to develop relevant and well-defined program standards. (Pol. IV.B.)

I. D.

NASBE

1. Statewide guidelines should be established for programs to prepare teachers in educating all students including those with special needs. (Res. p. 21)

I. D.

NEA

1. NEA believes each state should have a professional standards board, with a majority of K-12 public school classroom teachers, which has the legal responsibility for approval of teacher preparation programs, recognition of national accreditation of preparation programs, and programs designed to improve teacher education. (Res. F-1)

2. NEA believes in the importance of national accreditation for all teacher preparation institutions and supports the concept that a single national nongovernmental agency perform this function.

   The national agency must be broadly representative of the teaching profession and preprofession and must include students preparing to teach and equitable representation of K-12 teachers in all matters of policy and function. (Res. F-2)

3. NEA insists that teacher involvement is necessary in planning and implementing quality teacher education programs.

   NEA urges its affiliates to become involved in college and university committees that control teacher education programs.

   NEA supports regulations that would place credentialed educators with teaching experience in decision-making roles in teacher licensing/credentialing agencies. (Res. C-4)

4. Teacher education programs must be approved by the state board on standards which ensure that teachers can be effective when they begin teaching. The standards must specify that education students are provided opportunities throughout the program to apply the learnings and skills in field-based experiences. (EIOS, p. 10)

I. D.

NEA*

5. **Setting Standards for Approving College of Education Programs**

Teacher education programs should be approved at two levels: nationally through the National Council for Accreditation of Teacher Education (NCATE),* and at the state level through an agency such as a professional standards board. The national accreditation system concerns itself with evaluating all aspects of teacher education programs, including facilities, governance, available resources, personnel, and budget. The state approval system should concern itself more specifically with the content — its organization, substance, and the provision of experiences which will ensure that beginning teachers have the capability to begin practice within that state. The difference between the two types of approval systems is that the national system concerns itself with broader issues and the state system reflects more specific concerns of its constituency — the kinds of experiences, knowledge, and skills their newly employed teachers will have. The NEA calls for state approval being coupled with NCATE approval to ensure that all aspects of teacher education programs will be considered at the appropriate level of specificity. Further, the NEA recommends that the procedures for approving teacher education programs follow the NCATE processes: That is, a team proportionally representing the constituency of the state approval agency should be assembled; on-site visits should occur; historical, descriptive, and observational data should be collected, reviewed, and critiqued; and the team should recommend approval or disapproval.

The standards presented on the following pages are standards the NEA believes should be adopted by state agencies which approve teacher preparation programs. They provide the basis for determining what and how learnings necessary for effective initial practice are presented. The standards are divided into five families: (1) Program Planning, (2) Program Implementation, (3) Program Personnel, (4) Program Content, and (5) Membership in the Profession. Within each family are several standards which will ensure the appropriate programmatic effort. Accompanying each standard are a set of criteria for compliance and a set of evidence questions. The evaluation team should use the criteria for compliance to determine if the standard has been met. The evidence questions are suggested ways for the team to verify that the criteria have been met.

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*From Excellence In Our Schools, page 16.

I. E.

CSSO

1. SEA chiefs reviewing proposals for new requirements on teacher education programs should consider their potential effect on the willingness of colleges to continue their program. (Ad Hoc #10)

I. F.

AACTE

1. AACTE encourages the development of major structural changes in college and university preparation for teachers. Such changes may address the development of programs of initial certification that go beyond the traditional four-year pattern. (Res. 6.a.)

I. F.

AFT

1. It is unlikely that many students would invest in fifth- and sixth-year teacher preparation programs without higher economic rewards of teaching. Internships seem a more realistic alternative. (Test. p. 9)

2. Four years is simply insufficient to provide the knowledge and experience candidates need for teacher certification. (Prof. p. 10)

3. Program length at the preservice level is in need of examination and revision. (Res. 1982)

I. G.

AFT

1. No teacher should become permanently certified or be given full charge of a classroom unless and until a program of internship has been completed. (Res. 1975)

2. The internship period should be preceded by a well-defined, systematic program of undergraduate training in the knowledge and skills of teaching.

   The regular teacher with whom the intern works must be given sufficient time and support to work with those under his or her supervision.

   College and university programs also should be concerned with the preparation of supervisory personnel and experienced classroom teachers who work with interns.

   Under no circumstances would interns replace regular teachers.

   The salaries of interns would be negotiated by the local teacher union.

   An initial preparatory certificate would be granted to admit the intern for a probationary period of two years. At the conclusion of this period, permanent certification would be granted to qualified teachers.

   This kind of meaningful internship program is vitally needed to improve teacher training, and ultimately to improve instruction in our nation's classrooms. (Res. 1975)

3. A supportive environment for ongoing inservice training and professional development must be provided to allow interns to reach their full potential in linking theory into practice. (Test. p. 12)

4. A competency test should be one of the criteria for acceptance into an internship program. (Test. p. 13)

5. AFT shall actively seek to recruit said teaching interns. (Res. 1966)

6. AFT should alter its governing laws to allow teaching interns to take part in the democratic functions of AFT. (Res. 1966)

I. G.

NEA

1. NEA will resist all attempts to reduce the quality of education through the practice of using interns to supplant professional staff. NEA believes that the internship is to be utilized solely as an avenue for the development of professional expertise and not as a means for the reduction of educational staff and/or budget. (Res. C-8)

I. H.

AACTE

1. Field and clinical laboratory experiences allow teacher candidate to observe and practice in real but controlled environments. Through a series of structured, supervised experiences, candidates move professionally toward full responsibility for classroom instruction. The component of professional preparation seeks to relate theory and practice through a series of increasingly demanding clinical and field experiences. It seeks to merge a broad mix of campus and field learnings into a coherent professional repertoire appropriate for beginning the practice of teaching.

   Field and clinical laboratory experiences should afford teacher candidates opportunities to:

   a. Experience the real world of students, schools, communities, and the teaching profession;

   b. Apply both the scientific and the artistic dimensions of teaching to real and simulated classroom situations;

   c. Develop levels of competence and confidence in using their professional repertoire of skills;

   d. Assume, under supervision, partial and then full responsibility for classroom teaching;

   e. Identify with teaching profession and gain a sense of the range of responsibilities associated with a competent professional. (POE, p. 18-19)

I. H.

AFT

1. Urges locals to initiate dialogue on the subject of teacher education and teacher training with the colleges and universities that provide student teaching in their own school districts.

   Contract negotiations at the local level include safeguards and direction so that universities and colleges will provide proper training for student teachers.

   Sponsoring teachers assigned by the district to give such training be chosen for their ability to relate well and work effectively with children and teachers in training.

   Contract negotiations include a reasonable renumeration and time for the sponsoring teacher to work with the student teacher. (Executive Council, 1969)

2. Actual and simulated field experience should be integreted throughout the preservice preparation program. (Res. 1982)

I. H.

CSSO

1. Encourages additional and earlier field experiences in preservice training programs. (Pol. IV.B.)

I. H.

NAESP

1. NAESP believes that in order to be an effective teacher one must have specific and concentrated training in supervised practical experiences in classrooms. (Plat. p.12)

I. H.

NEA

1. NEA believes that preprofessional practicum experience is an essential phase of teacher preparation. The responsibility for the practicum experience must be shared by the public schools, the institutions that prepare teachers, and professional associations.

   NEA supports legislation providing legal status and liability protection for student teachers.

   NEA urges formulated standards for school systems receiving student teacher, including guidelines for cooperating teachers and college coordinators of student teachers. Supervising or cooperating teachers in a student teaching program should have reduced teaching loads and be given a minimum established compensation.

   NEA believes that student NEA membership be a requirement before participation in a preprofessional experience and student teaching.

   NEA supports inclusion in master contracts or school policies that acceptance of student teachers be on a voluntary basis. (Res. C-4)

I. H.

NEA*

2.

Field-Based Experiences

The NEA calls for field-based experiences beginning with the first education course and continuing throughout the entire program. Experiences should be sequenced starting with observations, then working under direct supervision, in teams, and independently. The following are among the field-based experiences education students should have:

Observation

- Education students should have opportunities to observe when and where appropriate —

  an individual student
  small groups of students in a variety of settings
  total classrooms at many levels
  parent-teacher conferences
  parent meetings
  school board meetings
  activities at the state education agency
  the state legislature
  professional and learned organizations
  the united teaching profession.

Microteaching

- Education students should be videotaped teaching small groups of students and an entire class in a variety of situations, e.g. —

  presenting a lesson
  dealing with students
  changing from one activity or class to another.

Developing Case Studies of Individual Students

- Education students should have opportunities to observe an individual student in a variety of settings, use available school records, and talk with teachers and parents and, from these, identify strengths and weaknesses and develop a plan for working effectively with the student.

Translating Theory into Practice

- Education students should be provided with strategies and opportunities for applying the theories they are taught to classroom practice. The strategies should focus on and cover those conditions which affect planning, implementing, and evaluating instruction.

Curriculum Design and Development

- Education students should be provided opportunities to identify how disciplines of knowledge are organized and structured, the way they are sequenced, and what value and constraints curriculum guides have for them. They should have opportunities for sequencing knowledge and planning for immediate, intermediate, and long-range activities.

Instructional Technology

- Education students should have opportunities to learn about instructional technology — current and emerging — how to use it, and the relationship between curriculum and instruction.

Classroom Experiences

- Education students should have broad and extensive experiences in classrooms throughout their program. There must be several opportunities to assume full responsibility in classrooms throughout the program.

*From Excellence In Our Schools, page 15

I. I.

CSSO

1. SEA chiefs should turn their attention to recruitment incentives which have been neglected while the focus was on selection criteria. They should seek support in their state legislatures for such innovations as scholarship and loan forgiveness programs for able students who commit themselves to a given number of years teaching in the state. (Ad Hoc #6)

2. The CSSO should urge federal officials to earmark some portion of federal financial aid to college students for highly able individuals committed to careers in elementary and secondary teaching. (Ad Hoc #7)

I. J.

AFT

1. Field work by college personnel in the schools should be recognized in promotion and tenure. (Res. 1982)

I. J.

NEA

The following are standards from NEA's Excellence in Our Schools on teacher education program personnel.

1. College-based teacher education and school-based teacher education model attitudes and behavior desired of education students. (Standard 3.1)

2. College-based teacher educators and school-based teacher educators have in-depth preparation training, and experiences in their instructional fields. (Standard 3.2)

3. College-based faculty are evaluated on appropriate criteria and personnel decisions are consistent with the results of the evaluation. (Standard 3.3)

4. College-based teacher education demonstrates practical knowledge of schools and classroom teaching. (Standard 2.3)

The following are additional comments on teacher educators.

5. NEA supports the active involvement of elementary and secondary classroom teachers in the teaching of methods courses. (Res. C-4)

6. Supports regulations that would place credentialed educators with teaching experience in decision-making roles in departments of education in institutions of higher education. (Res. C-4)

I. K.

AACTE

1. AACTE urges that higher education institutions reexamine their policies in respect to the allocation of their institutional resources to SCDEs. Such resources should be allocated not only for credit hour production, but also for income generated by such programs. In addition, resource allocations should reflect the extensive professional service activities rendered by such units, as well as the essential costs to support quality clinical experiences and programs. The allocation of institutional resources should be based on a commitment to high quality programs and the provision of essential professional services. (Res. 8.a.)

I. K.

AFT

1. Special attention needs to be given to the inadequate financing of teacher preparation programs. (Test. p. 10)

I. K.

NEA

1. NEA supports changes in funding formulas and policies so that teacher education programs receive an equitable proportion of the funds received by higher education. (Res. C-4.)

I. L.

AFT

1. Further extensive/intensive research and field testing of Competency-Based Teacher Education (CBTE) and other alternative approaches to teacher education should be effected prior to implementing CBTE programs as mandated by State Education Departments to determine the relationship of performance to long-term effects on pupils, to adequately consider the implications for staff development and to provide sufficient lead time for professional discussion.

   AFT demands that CBTE activity be suspended until such time as sufficient funding is provided by the various state departments to compensate properly the required participation in the mandated consortia. (Res. 1976)

I. L.

NEA

1. NEA opposes CBTE models that prescribe single, limited definitions of competence; that reduce the process of teaching to mechanical, non-professional acts; or that seek to measure teacher competence on the basis of student achievement. NEA believes that CBTE programs should not be implemented which do not first provide for research and development to assure validity and reliability. Teachers must be involved in their research and development. (Res. C-6)

I. M.

AACTE

1. Encourages the development of major structural changes in college and university preparation programs for teachers. Such changes may address the development of programs of initial certification that go beyond the traditional four-year pattern. These changes may also include promising strategies that involve the redesign of general education, renovation of academic specialization, opportunity for greater depth of study in the professional culture, and more extensive cultivation of essential teacher competencies. (Res. 6.a.)

2. AACTE supports the concept of institutional autonomy in designing and implementing programs to accomplish accepted goals. At the same time AACTE endorses and supports efforts to stimulate program improvement. (POE. p.2)

I. M.

ASCD

1. Teacher education institutions should experiment, evaluate practices in the light of goals of democratic education, and encourage teachers and administrators to exemplify in their actions the practices which their precepts suggest. (Syn. III A.)

I. M.

CSSO

1. Gives high priority to developing and implementing inservice training programs. (Pol. IV.B.)

I. M.

NSBA

1. School boards should work with teacher-training institutions and state boards of education to improve the quality of teaching through improved teacher training and workable and productive certification procedures. (Res. 4.1.7)

2. NSBA urges institutions of higher education to train more bilingual teachers, administrators, and ancillary personnel to assist in the implementation of such programs. (Res. 3.5)

I. M.

NEA

The following standards refer to the structure of teacher education programs. The standards are taken from NEA's Excellence in Our Schools.

1. The purpose of the program is to prepare beginning teachers to function effectively when beginning practice. (Standard 1.1)

2. The program plan is based on an established knowledge base derived from what teacher do in a classroom. (Standard 1.2)

3. The program is systematically planned and there is coordination among the liberal arts, teaching specialty, and professional curriculum. (Standard 1.3)

4. The program is designed and developed primarily by persons expert in pedagogy, practice, and academic specializations. (Standard 1.4)

5. The overall program design reflects planned opportunities for acquiring knowledge and skills essential for successful classroom functioning. (Standard 1.5)

6. Program implementation is consistent with program purposes and design. (Standard 2.1)

7. Procedures for student admittance, continued enrollment, and graduation are consistent with program purposes. (Standard 2.2)

8. College-based teacher education demonstrate practical knowledge of schools and classroom teaching. (Standard 2.3)

9. The program provides sufficient opportunities for education students to practice what they are learning. (Standard 2.4)

10. The program coordinates specific teaching methodology with subject matter specialties. (Standard 2.5)

Additional comments from Excellence in Our Schools include:

11. Teacher education programs must be designed and developed based on what the practitioner says needs to be known and done for beginning effective practice. (EIOS, p. 7)

12. Teacher education must be structural so that the beginning teacher can apply the knowledge base to the classroom situation. (EIOS, p. 7)

13. Decisions about teacher preparation must be made by the profession and supported through the political system which influences the operation of the schools. (EIOS, p. 8)

II. A.

AACTE

1. Endorses the principle that inservice education be a product of collaboration among institutions of higher education, schools, teachers, and local communities. (Res. 1.c.)

2. Reaffirms the need for higher education to perform the principle leadership role in research and experimentation essential to providing a substantive base for long-range improvement of inservice education. (Res. 3.b.)

3. Believes that teacher educators and teachers should share responsibility for planning, conduct, and evaluation of lifelong development and renewal of all school personnel. (Res. 1.c.)

II. A.

AERA

1. Supports federally funded inservice institutes for high school science and mathematics teachers. (Test. NSF, P. 9, 1982)

2. Supports the use of research to improve teaching. (Letter)

II. A.

AFT

1. Teacher preparation must be acknowledged as extending beyond the preservice level and to ongoing inservice training and staff development programs. (Res. 1982)

2. Professional growth opportunities should be available through the use of teacher release time and compensation for working outside the school day for the purpose of updating and refining skills. (Res. 1982)

3. No mechanisms exist to reward teachers for academic achievements or to motivate them to expand their intellectual and professional horizons. (Test. p.14)

4. Collaborative efforts among teachers, schools and IHEs, such as those developed through teacher centers, should be expanded to foster continuous staff development programs throughout the school year. (Prof. p.6)

5. Teachers should have more opportunity for career advancement while still remaining at least part-time in the classroom. (Prof. p.7)

6. Built into inservice should be time for teachers to reflect on their teaching and share ideas with other teachers. Teacher education faculty involvement in this process would lend much to the results. (Prof. p.7)

7. Supports legislation which would establish opportunities for retraining of inservice teachers. (Res. 1977)

II. A.

AASA

1. Boards of education have the responsibility to adapt sound policies which require continual evaluation and improvement of educational personnel. (Platform, Preamble B-8)

2. School systems should provide for continuous professional development of all staff members directed toward well-defined objectives. (Platform, Preamble B-11)

II. A.

ASCD

1. Quality staff development is essential to improved curriculum, supervision and instruction. (Syn. III.B.)

2. Developing, implementing, and maintaining quality staff development should be an integral part of all educational budget planning. (Syn. III.B.1.)

3. ASCD urges all levels of government to place high priority on staff development in appropriating funds for education. Staff development deserves primary consideration when school districts seek fund from private agencies. (Syn. III.B.1.)

4. ASCD urges school districts and other educational institutions to regularly allocate sufficient resources to support ongoing staff development programs. (Syn. III.B.1)

5. Educational leaders responsible for staff development must be given formal opportunities for gaining expertise in planning, implementing and evaluating instructional and staff development programs. ASCD should exercise leadership in fostering activities which will promote the development of supervisory skills and leadership behaviors requisite for all aspects of educational programming, with specific emphasis on staff programming. (Syn. III.B.2.)

6. Merit systems for determining promotion of salary increments are detrimental to educator morale and hence to student progress. (Syn. III.C.)

7. In order that teachers, principals, supervisors, and curriculum directors may work cooperatively on instructional and curriculum problems, suitable release time should be provided. Either provision for such released time should be made during regular school hours or the work year should be extended for teachers. Released time for such professional activities should be looked upon as necessary school activities. (Syn. V.J.)

II. A.

CSSO

1. (A diversity of opinion exists between chiefs on this topic.) (Ad Hoc page 27)

2. The Council will assist chief state school officers in objectively identifying needs for professional development among their staffs. It will also help identify and publicize existing training opportunities as well as develop programs in targeted areas where no training opportunities exist. The Council recognizes that salaries and working conditions must be adequate to attract and retain competent personnel. (Pol. IV.A.)

3. State education boards and agencies must have the final authority to establish and administer standards for the preparation, certification and continuing education of professional personnel. (Pol. IV.B.)

4. The Council urges each state board of education agency to give high priority to developing and implementing inservice training programs. (Pol. IV.B.)

5. It is the responsibility of the state education agencies to study and modify inservice training to eliminate discrimination and stereotyping based on sex, race, national origin or handicap. (Pol. I.C.)

II. A.

NAESP

1. NAESP believes the opportunities for significantly upgrading personnel competencies should be provided during the contracted year in order to cope with the rapidly changing needs in education. NAESP requests that local school districts examine the effectiveness of their inservice education programs to determine the need and provide for additional meaningful, mutually-developed, and well-financed staff development opportunities. (Plat. p. 11)

II. A.

NASBE

1. All school personnel should participate in regular inservice training, other continuing education and/or professional experiences to maintain and expand their competence. (Res. p. 21)

2. Statewide guidelines should be established for programs to prepare teachers in educating all students including those with special needs. (Res. p. 21)

II. A.

NEA

1. School policies should provide release time without loss of pay to educators fulfilling leadership responsibilities in professional organization or attending professional meetings. (Res. 1-5.)

2. NEA supports a variety of approaches to professional development, including required staff development programs and voluntary professional development including the concept of teacher center governed by teachers. NEA believes that school systems have a responsibility to fund all expenses for continuing education.

   Teachers must have the decisive voice at every stage of continuing professional education. NEA believes that teachers should strive for complete control of their own professional development. (Res. C-4)

3. Salary schedules should be based upon preparation, professional growth, and length of service. (New Bus. p. 70)

4. Tax Deduction for Professional Expenses. Expenses incurred from professional development are professional expenses and must be uniformly deductible...(Res. E-8)

II. B.

ASCD

1. ASCD should offer programs which provide members with information on current topics and on relevant resources. (Syn. III.B.3.a.)

2. ASCD should help educators develop competence in futuristics by such actions as sponsoring institutes or workshops. (Syn. III.B.3.b.)

3. Recognizing the increasing influence of pressure groups on public opinion and educational decision makers, ASCD should initiate workshops and/or institutes in:

   a. Ways to anticipate pressure group actions;

   b. Ways to develop strategies for dealing with such activities and groups; and

   c. Ways of working with the community, which develop a forum for continuous reflection on curriculum, by the diverse groups which compose our pluralistic society. (Syn. IX. C.)

4. (Concerning mainstreaming) the ASCD should also initiate workshops and/or institutes which would develop plans for ongoing staff development and for provision of support services for teachers in regular classrooms who have or will receive mainstreamed special education students. (Syn. I.G.)

5. Affiliate units of ASCD should be encouraged to urge local districts to plan leadership training programs for all administrative, curricular and supervisory personnel. (Syn. III.B.2.)

6. Therefore, ASCD should plan workshops....to help educators gain those understandings and skills requisite for the appropriate use of criterion-referenced tests and test results in providing positive classroom experiences for students. (Syn. IV.C.)

7. National and affiliate ASCD leadership should support....the concept of lifespan education through its programs. (Syn. VI.B.3.)

8. ASCD should promote the abolition of corporal punishment in the schools by....providing alternatives to corporal punishment in ASCD programs. (Syn. VII.C.2.)

9. ASCD has moved in the direction of cultural pluralism through actively supporting the Native American Caucas and the Latino Caucas by....providing educational programs on cultural pluralism. (Syn. VII.H.)

10. ASCD programs should give attention to ways to utilize future technology. (Syn. II.I.)

11. ASCD should help educators develop competence in futuristics. (Syn. III.B.3.b.)

12. ASCD should help educators manage stress positively. (Syn. III.B.3.c.)

13. Educators should become more knowledgeable about problems of drug use and abuse. (Syn. II.D.)

14. (Concerning prevention of violence in schools) ASCD should initiate cooperative efforts with other professional organizations to provide school administrators, teachers and other educators with skills for dealing openly and effectively with violence in the schools through both pre-service and in-service education. (Syn. I.I.)

15. Educators at all levels (should be) aware of current and future technology and its potential for education. (Syn. II.I.)

16. (There is a need) to prepare classroom teachers for dealing with special education students.....(Syn. II.G.)

17. There is an increasing need for all educators to understand not only the mechanics of the materials and equipment (of advanced technology) but the assumption implicit in their use. (Res. 1, 1982)

II. B.

NAESP

1. Family life education. NAESP recommends that teacher education institutions provide family life education in inservice programs for classroom teachers. (Plat. p.27)

2. Global education. NAESP urges staff development programs that will enable students to experience an increased global awareness. (Plat. p.28)

3. Metric education. NAESP urges the inclusion of metric education in inservice training. (plat. p.28)

4. Multiethnicity. NAESP urges inclusion of instruction in multiethnic education for inservice training. (Plat. p.28)

II. B.

NASBE

1. Training and inservice programs should teach the use of instructional technology. (Res. p. 21)

2. NASBE should provide inservice training in energy education. (Res. p.40)

II. B.

NEA

1. NEA urges its affiliates to support the inclusion, within ongoing continuing education workshops, the areas of discipline, group processes, the dynamics of intergroup communication, and human relations. (Res. C-4)

2. NEA supports programs which improve educators' understanding of child growth and development to ensure the provision of a climate conducive to good health. (Res. B-10)

3. NEA encourages the development of continuing education programs that stress the identification of, reporting procedures for, and techniques in dealing with abused children. (Res. B-24)

4. NEA supports continuing education program for junior high/middle school education. (Res. B-35)

5. NEA encourages training programs in gifted and talented education. (Res. B-46)

6. NEA encourages teacher training in the effective implementation of multicultural/global education. (Res. B-3)

7. NEA supports teacher training dealing with the teaching of American Indian/Alaska native values, heritage, culture and language. (Res. B-5)

8. NEA supports the continuing education of teachers on Asian and Pacific American education. (Res. B-7)

9. NEA will promote an awareness on the part of teachers about the broad qualifications that entitle migrant students to participate in the federal/state programs for migrant education. (New Bus. p. 71)

10. Training in mass media. (Res. A-6)

II. C.

AACTE

1. Supports extended certification dependent upon further professional training and cooperative evaluation of performance by college or university and field practitioner personnel. (Res. 2.a.)

II. C.

AFT

1. Permanent certification should depend upon successful completion of a one- to two-year internship program. (Res. 1982)

II. C.

NEA

1. Under no circumstances does NEA believe it is appropriate to make teacher recertification dependent upon individual performance evaluation. (Res. C-2)

2. NEA supports the effort to negotiate and legislate for the training of teachers seeking additional certification in special areas. (Res. B-19)

II. D.

AFT

1. In all activities related to the planning, establishment, and operation of federally-funded teacher centers, local school boards and institutions of higher education must deal with the elected collective bargaining agent or organization representing teachers.

   Teacher representatives to the policy boards that run centers should be named by the elected collective bargaining agent or organization representing teachers.

   Teachers serving on policy boards and participating in organized inservice activities sponsored by teacher centers should be provided with release time so that they may take full advantage of the services offered by the centers.

   Every effort should be made to work cooperatively with institutions of higher education in developing centers and in administering their programs.

   Center programs should be made available to all educational personnel who wish to make use of them including paraprofessionals, guidance counselors, curriculum specialists, and teachers of every level and specialty.

   AFT urges Congress to fully fund the teacher center legislation at its highest authorized level. (Res. 1977)

2. The federal government should support improvement of school personnel skills by expanding its commitment, financially and otherwise, to spreading the teacher center concept.

   Teacher centers should not be included in block grant consolidation where they are likely to be eclipsed at the state level by under-funded programs of direct aid and services to students.

   Funding procedures be adjusted to preservice centers whose three-year cycle has now expired and which are recompeting for limited funds, where quality and cost-effectiveness in serving large numbers of teachers have been demonstrated.

   Teacher center projects being funded for the first time, those never having been grant recipients, should be funded with planning/start-up monies.

   Existing centers be allowed under the circumstances of demonstrable commitment, progress and merit to continue their activites with federal support in order that they may be assured assimilation into institutional structure.

   In today's economy, a total of at least five years' federal funding is required to guarantee successful establishment of the

teacher center concept through institutionalization. (Res. 3.2, 1981)

3. AFT believes that the following guidelines should be considered when establishing a teacher center:

   a. The federal guidelines for teacher centers which are not federally funded be followed where possible;

   b. There be a policy board including teachers, administrators, higher education members and members-at-large, to be responsible for the teacher center, and that teachers shall be a majority of such policy board;

   c. That the teacher members of the policy board be appointed by the bargaining unit;

   d. That the higher education member(s) of the policy board represent a higher education institution where the staff is represented by AFT where possible; and

   e. The program carried out by the teacher center be based on teacher-identified needs. (Res. 3.1, 1980)

4. Teacher centers and similar staff development efforts should be available to serve all teachers within the system. (Res. 1982)

5. Teacher centers should be established which would serve research needs as well as the needs of teachers on the development of their teaching skills and of experienced teachers in their continuous in-service growth. (Res. 1975)

6. AFT supports the inclusion of bilingual and special education in teacher center proposals. (Res. 1977)

II. D.

ASCD

1. ASCD supports the concept of broad participation in the governance and decision-making structure of staff development centers. ASCD believes that no group should be in the majority on the governance boards of professional centers. ASCD should work to reverse the federal legislation which requires 51 percent reacher control of professional development centers.
(Syn. III.B.4.)

II. D.

NEA

1. NEA should strengthen its commitment to the Teacher Center concept and should actively support members who are involved in Teacher Center. (New Bus. p. 62 and Res. C-5)

2. The Teacher Center program must be preserved and the number of Teacher Centers must be increased. (Legis. p.77)

II. D.

NSBA

1. NSBA supports the concept of inservice and staff development to promote professional development of teachers, through teacher centers under the control of the local school board. (Res. 4.1.9)

II. E.

AASA

1. AASA believes that the evaluation of personnel is essential to good administration and encourages each educational unit to design and conduct an evaluation of all personnel. Personnel to be evaluated must be involved in the development of such a system. AASA believes that the confidentiality of these evaluations must be guaranteed. (Res. 44)

II. E.

ASCD

1. Where organized systems for evaluation of educators exist, they should be developed and used cooperatively by evaluators and evaluatees. (Syn. III.C.)

2. Cooperative evaluation of student progress should be emphasized more than evaluation of teaching. (Syn. III.C.)

II. E.

NAESP

1. NAESP believes that the principal, as a primary instructional leader in the school community, must be responsible for continuous teacher evaluation. (Plat. p. 7)

2. NAESP opposes the use of industrial management models as the role means of evaluating teachers. (Plat. p. 9)

II. E.

NASBE

1. High standards of professional performance should be clearly stated and fairly enforced. (Res. p. 22)

II. E.

NEA

1. NEA believes that it is a major responsibility of educators to participate in the evaluation of the quality of their services. NEA believes that evaluations should be conducted for the purpose of improvement of performance and quality of instruction offered to pupils, based upon written criteria and following procedures mutually developed by and acceptable to the teacher association, the administration, and the governing board.

   NEA insists that the evaluation program must recognize the rights of the educator who is evaluated. These include the right to:

   a. Information concerning the evaluation criteria and procedure of the governing board....

   b. Open evaluation without subterfuge and with advance notice of evaluation visits with discussion of the teacher's goal and methods.

   c. Tenure in public higher education not restricted by numerical arbitrary quotas.

   d. Consultation in timely fashion after a formal evaluation visit and receipt of and opportunity to respond substantively in writting to any formal evaluation report prior to placement in a personnel file.

   e. Evaluation reports which assess strengths, note progress, indicate remaining deficiencies, and suggest specific measures the teacher can take to overcome indicated defeciencies.

   f. Participation in a continuing education program including such activities as appropriate counseling and supportive services, released time for continuing education, and opportunity to observe and seek or give assistance to other teachers in classroom settings other than one's own.

   g. Access to and review of all items in personnel records; opportunity to attach a written response; and access to a procedure to remove inappropriate, derogatory, or unsubstantial material. Anecdotal records to be included must be reduced to writing within 30 days of the incident documented. Statutory guarantees should assure these rights.

   h. Supervision which is constructive, provides an opportunity to correct deficiencies, takes into account the variety of learning and teaching environmental factors, and emphasizes career development of the professional educator.

2. NEA opposes any plan to rank teachers on the basis of competency.

NEA opposes the use of pupil progress and student assessment tests for purposes of teacher evaluation, advancement on the salary schedule, continuation of employment, granting of tenure, certification or promotion. (Res. C-2)

III.

AACTE

1. Urges its members, affiliated state units, and state liason representatives to monitor local supply/demand information regarding positions in education and to challenge any efforts which could lead to circumvention of preparation of certification standards. (Res. 2.c.)

III.

NEA

1. NEA urges its affiliates to offer guidance to teacher preparation institutions to prepare teachers in numbers consistent with projected needs for teacher positions. (Res. C-4.)

IV.

AACTE

1. AACTE is committed to increasing its efforts to publicize the contribution of higher education in teacher education programs through the proeparation of press releases for the media, implementation of public information programs, and the conduct of public relations activities designed to enhance teacher education's image. (Res. 5.a.)

IV.

AFT

1. AFT believes that parents and teachers should work closely to combat the many threats to public schools;

   AFT believes their locals should establish ongoing parent outreach programs to educate parents on (education) problems;

   AFT believes their locals should work with parents on the preparation and dissemination of educational materials on support of public education. (Res. 1981)

IV.

AASA

1. AASA has the goal of engaging in an effective program of communication that will foster a climate of understanding and support for quality education as a high priority of our society and to develop, maintain, interpret, and disseminate information concerning education and the educational administration profession. (General Goals, p.1)

2. AASA strives for the development of highly qualified leaders and supporting excellence in educational administration. (Mission Statement, p.10)

3. AASA will work for salaries and working conditions adequate to attract and retain a competent staff. (Plat. C-5)

4. AASA, working in close cooperation with local, state and national organizations, shall initiate and vigorously support efforts to maintain public confidence in the schools. (Res. C-5)

IV.

ASCD

1. ASCD should urge its members to explore ways to inform citizens of the value and achievements of education. ASCD should continue to "speak up" for education. (Res.1, 1981)

IV.

NASBE

1. NASBE pledges to continue leadership of citizen efforts to improve public education by promoting equal opportunity, adequate and equitable financing, and effective administration. (Res. p.15)

2. NASBE encourages cooperation among national and state organizations to increase public understanding and support for education. (Res. p.23)

IV.

NAESP

1. NAESP believes that in order to strengthen public confidence in education, the many positive accomplishments of the public schools should be known. NAESP urges national, state, and local leaders to become proactive in publicizing the achievements of public education through media reporting, presentations to groups of parents and citizens, and other communications with the public. (Plat. p. 16)

2. NAESP urges principals to keep the community aware of the dynamics of the instructional program and of the role of education in a free society (Plat. p.18)

IV.

NEA

1. NEA will create for publication in NEA NOW and the NEA Reporter suggested activities aimed at spotlighting public education, the Association, teachers, and children in an appropriate learning environment. (New. Bus. p.61)

2. NEA believes that there must be a representative board of education, elected by the citizens, in each school district, which also has a responsibility to promote public understanding of the schools. NEA further believes that American Education Week is an important and worthwhile observance during which positive attention can be focused on the contribution of education and educators. (Res. A-5)

3. NEA believes a strong international community of educators is necessary to promote international understanding and to defend the interests of the teaching profession in all countries. NEA supports the World Confederation of Organizations of the Teaching Profession and will continue to cooperate with professional education organizations in other nations. (Res. A-7)

IV.

NSBA

1. The success of public education depends in large part on competent and productive teachers. NSBA, state boards associations and local boards of education should seek methods to give the profession of teaching the status and recognition necessary to fulfill the mission of the public schools. (Res. 4.4.3)

2. NSBA urges state school boards associations and local school boards to develop and implement public information programs which recognize teachers for significant accomplishments and community service. (Res. 4.1.6)

3. NSBA urges local board members to take an active role in developing support of public education at all levels of government. (Res. 5.3)